

Effective Practices for Community Supervision (EPICS)

University of Cincinnati
Corrections Institute

RESEARCH AND EVIDENCE: FOUNDATION FOR THE MODEL

Principles of Effective Intervention

- Prior research has demonstrated that correctional services can be effective in reducing recidivism...but not all services are equally effective!
- The most effective services are based on the **principles of effective intervention.**

Adhere to the Principles of Effective Intervention

RISK

WHO

Deliver more intense intervention to higher risk juveniles

NEED

WHAT

Target criminogenic needs to reduce risk for recidivism

RESPONSIVITY

HOW

Use CBT approaches
Match mode/style of service to juvenile

FIDELITY

HOW WELL

Deliver treatment services as designed

Principles of Effective Intervention

- There are more than 40 published meta-analyses of the correctional treatment literature.
- Results have been replicated with remarkable consistency; there is considerable support for the RNR framework across quantitative reviews of the literature.

Smith et al. (2009)

Translating the RNR Framework to Community Supervision

- *Adhere to the **principles of effective intervention**:*
 - Assess risk and need levels
 - Target moderate and high risk juveniles
 - Target criminogenic needs
 - Use cognitive behavioral interventions
- *Use **core correctional practices**:*
 - Quality collaborative relationship
 - Reinforcement, Disapproval, Use of Authority
 - Cognitive restructuring
 - Structured skill building
 - Problem solving skills

Translating RNR Framework to Community Supervision

RNR/CCP MODEL RESEARCH

Evaluations of models that adhere to RNR and train on core correctional practices have demonstrated effectiveness in reducing recidivism

- **Work of Chris Trotter** (Trotter 1996, 2006)
- **STICS** (Bonta et al, 2010, Bourgon et al., 2010)
- **STARR** (Robinson et al., 2011)
- **EPICS** (Latessa et al., 2013)

EPICS MODEL AND CORE SKILLS

Why EPICS?

Why EPICS?

EPICS PILOT RESEARCH

- Effective Practices in Community Supervision (EPICS)
- Results indicated that staff trained in the EPICS model demonstrated more consistent use of core correctional practices
- Trained staff also became more proficient in their use of the skills over time as a result of participation in additional practice sessions

Smith et al. (2012)

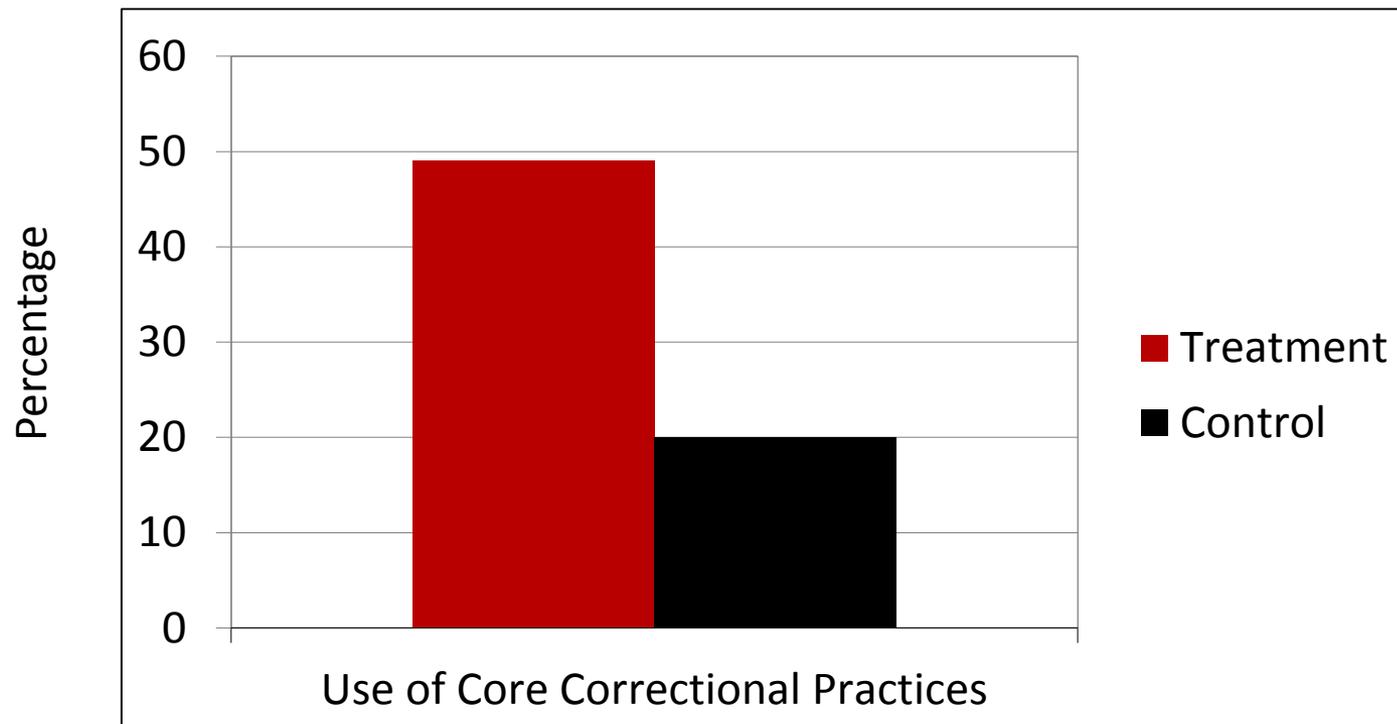
Why EPICS?

EPICS RESEARCH

- Evaluation of EPICS in Ohio
- Involved 21 trained and 20 untrained staff and 272 offenders
- Staff trained in EPICS outperformed untrained staff in the use of core correctional practices during contact sessions
- High risk offenders assigned to high fidelity staff had significantly lower incarceration rates than high risk offenders assigned to low fidelity staff

Why EPICS?

EPICS RESEARCH



Latessa et al. (2013)

EPICS Model

PURPOSE

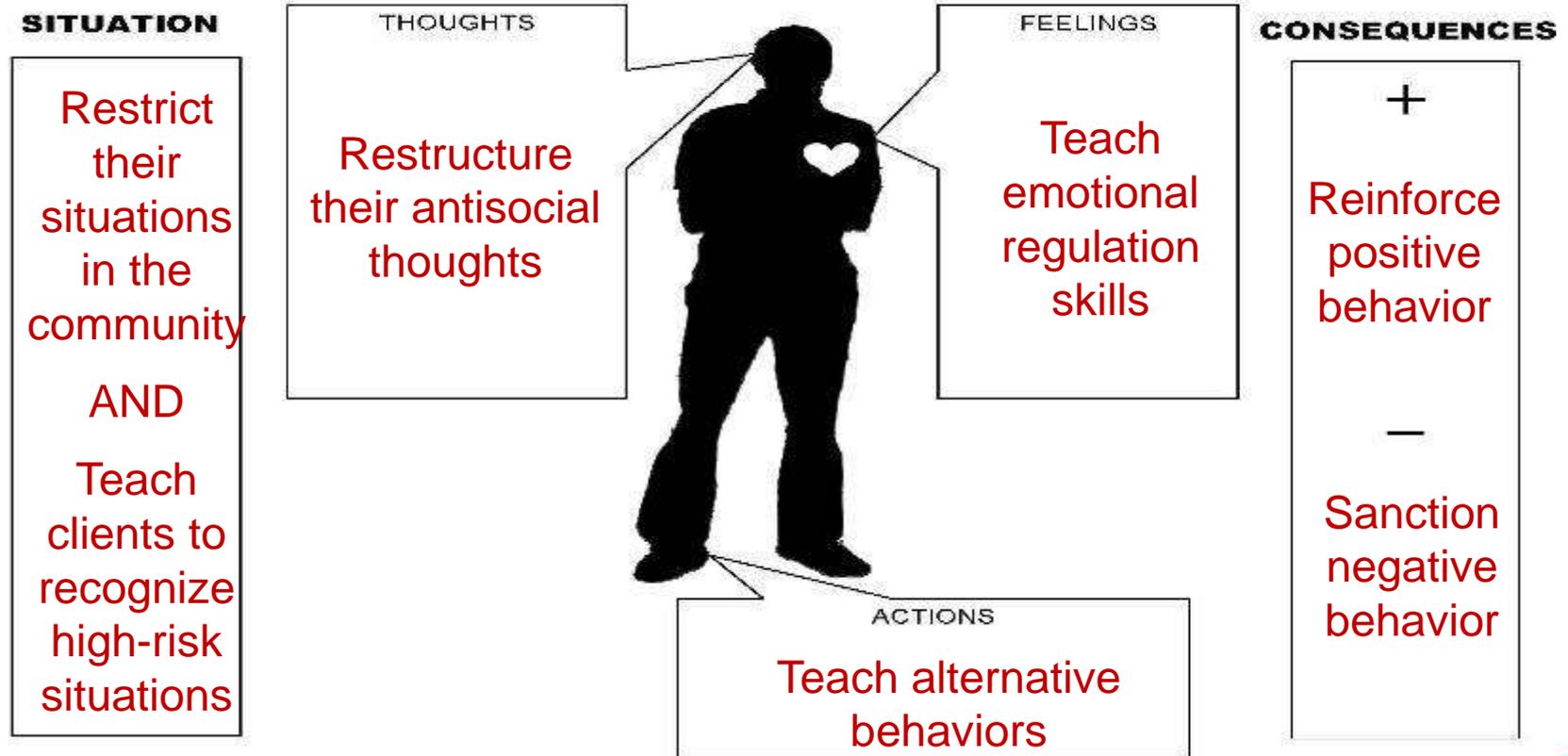
- This model strives to fully utilize the time that officers spend with juveniles and ensure juveniles receive a consistent message throughout the continuum of correctional services
- The EPICS model is not intended to replace more intense cognitive-behavioral treatments that address specific criminogenic needs

Objectives of the EPICS Model

- Apply the **RNR** framework to community supervision
 - Focuses effort on moderate to high risk juveniles
 - Provides a format to target criminogenic needs in a one-on-one context
 - Encourages identification of specific responsivity factors
 - Uses cognitive and behavioral strategies to change antisocial behavior
- Train staff on **core correctional practices**
- Train staff to intervene where the juvenile is deficient in making decisions
- Include measures of fidelity and coaching sessions

Rationale for the EPICS Model

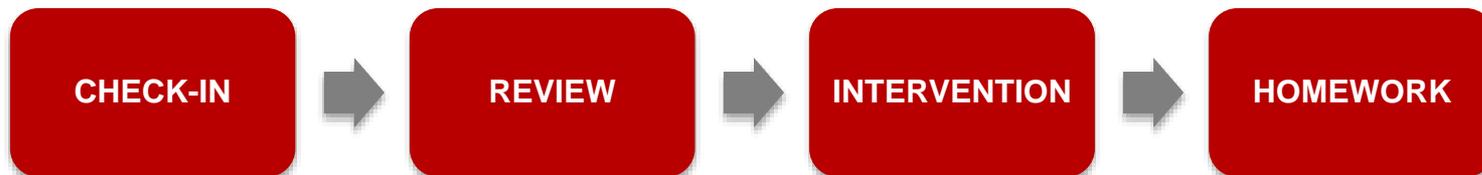
Behavior Chain



EPICS Model

INDIVIDUAL SESSION OVERVIEW

Each contact session should be structured in the following way:



EPICS Model

CHECK-IN

- Check-in is an opportunity to:
 - Promote a collaborative relationship with juvenile
 - Assess for crises/acute needs
 - Assess for compliance with conditions

EPICS Model

REVIEW

- Review is an opportunity to:
 - Enhance learning by reviewing previous interventions
 - Review previous homework assignment
 - Discuss community agency referrals
 - Set or review goals with the client

EPICS Model

INTERVENTION

- Intervention is an opportunity to:
 - Target criminogenic needs using structured cognitive-behavioral techniques:
 - Behavior Chain
 - Cognitive Restructuring
 - Cost-Benefit Analysis
 - Skill Building
 - Problem Solving
 - Graduated Practice
 - Target specific responsivity issues

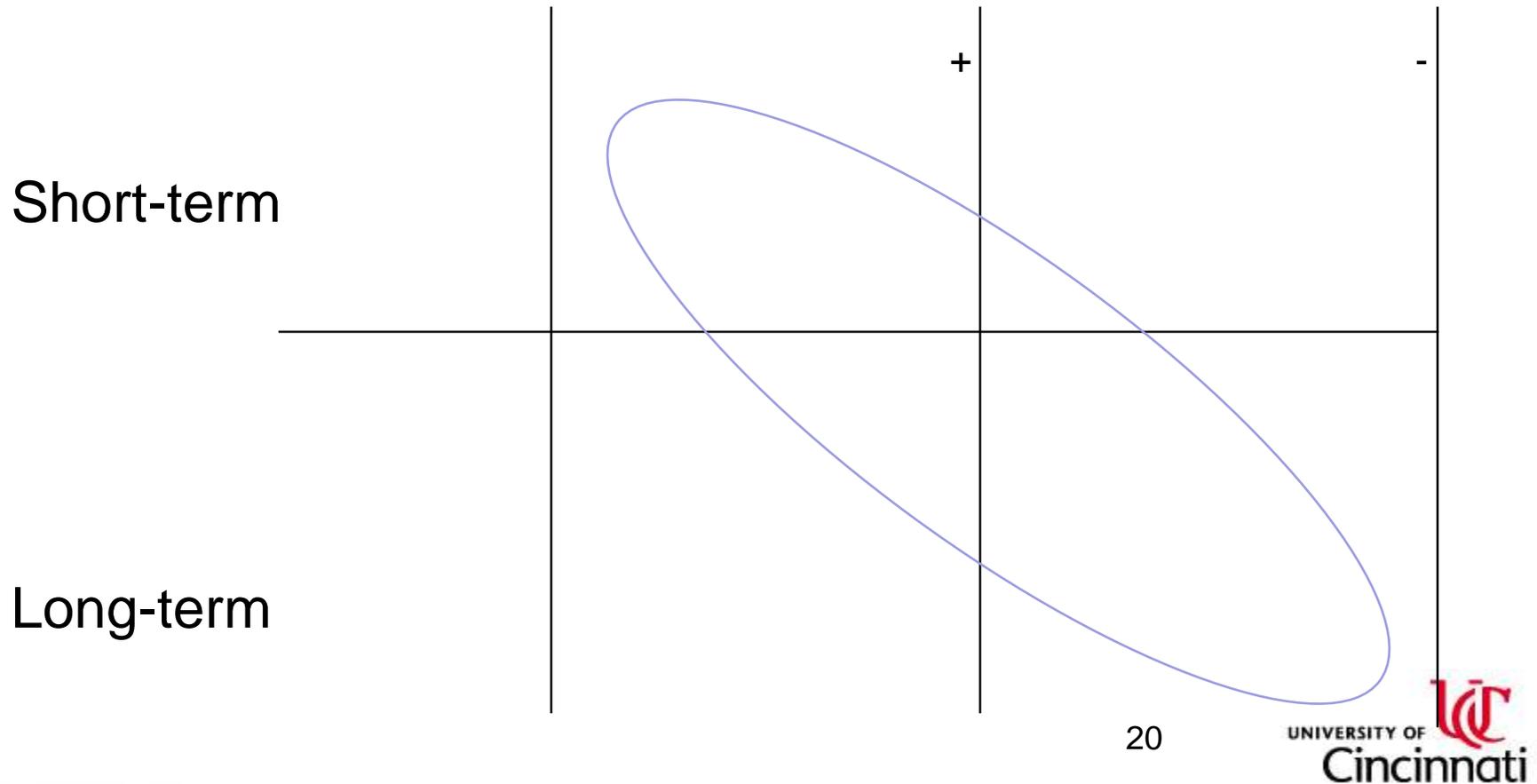
Cost-Benefit Analysis

PURPOSE

- Weighs both short-term and long-term costs and benefits of antisocial target behavior and an alternative prosocial behavior
- Helps build motivation towards changing problem behaviors

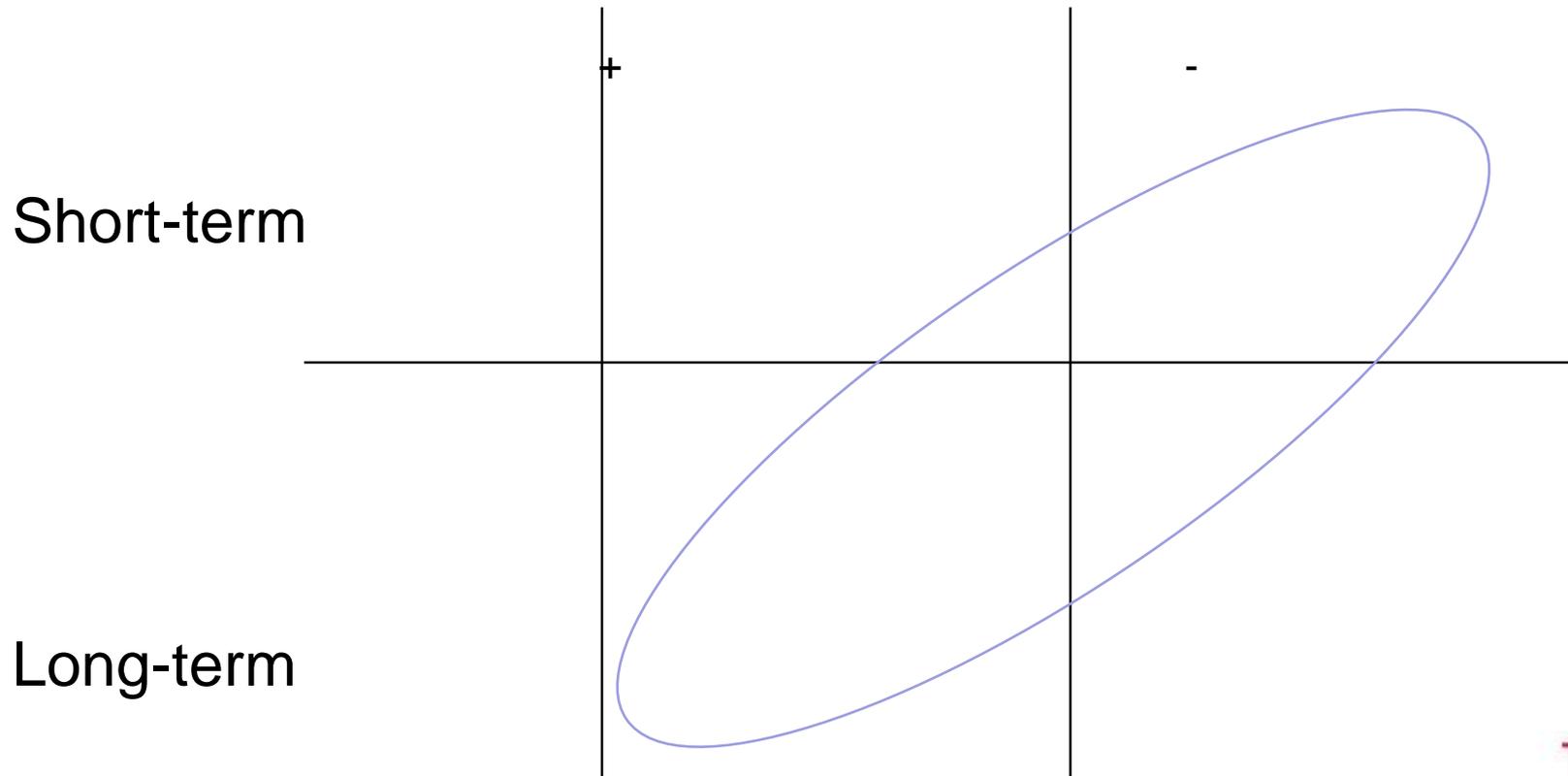
Cost-Benefit Analysis

Behavior: **RISKY**



Cost-Benefit Analysis

Behavior: ***ALTERNATIVE PROSOCIAL***

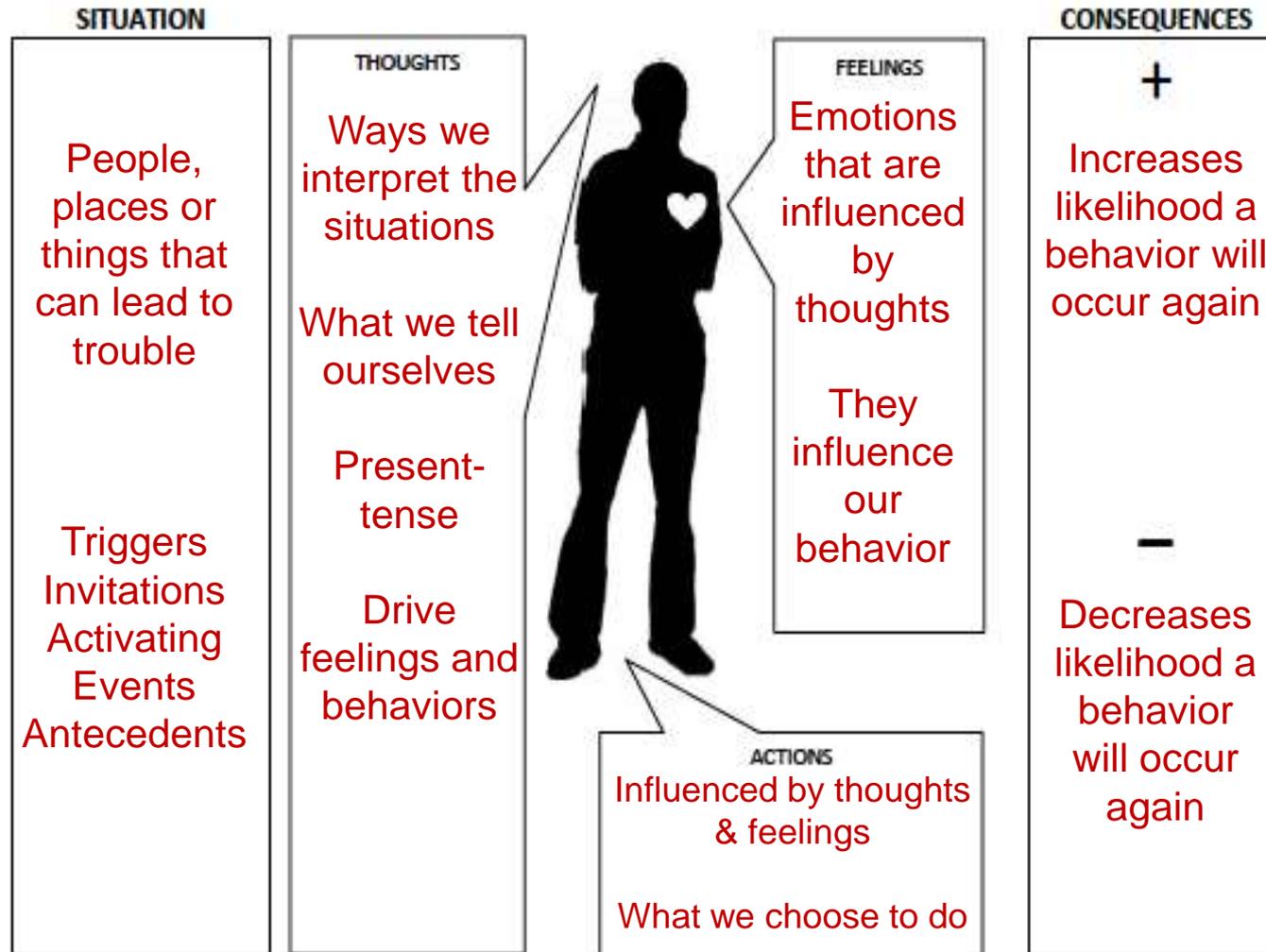


Behavior Chain

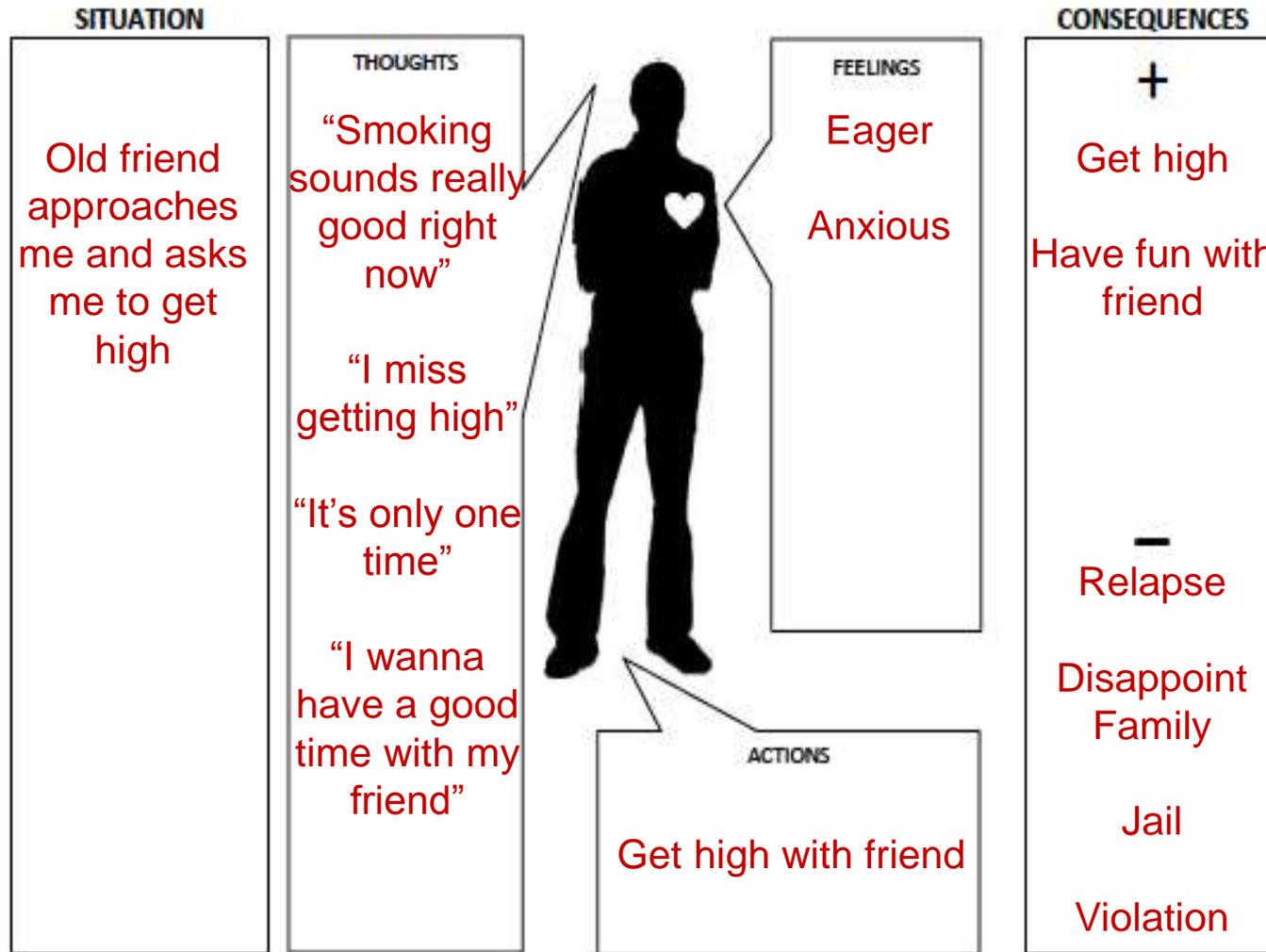
PURPOSE

- Helps offenders learn the thought-behavior link
- Helps offenders identify their antisocial thinking in risky situations

BEHAVIOR CHAIN



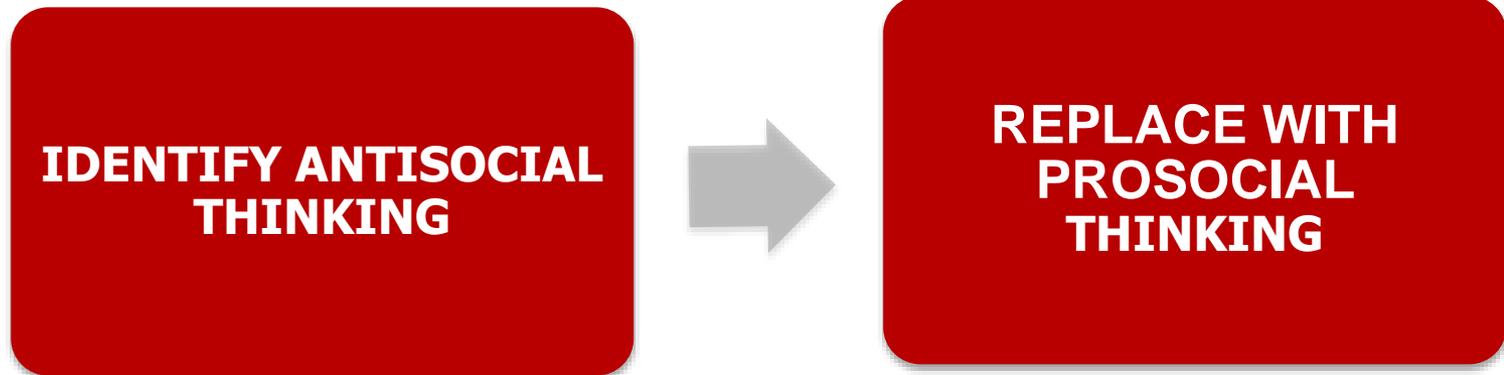
BEHAVIOR CHAIN



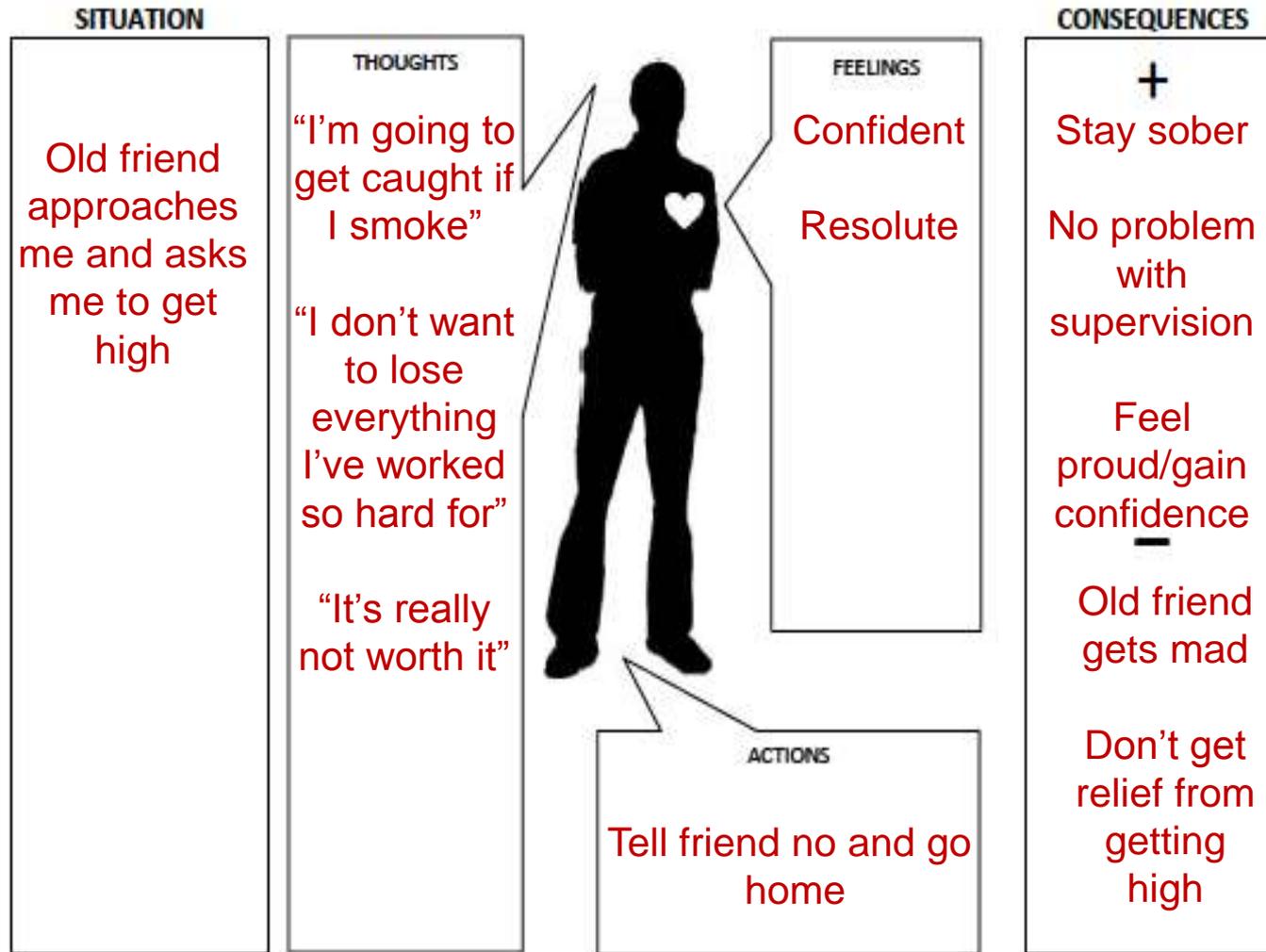
Cognitive Restructuring

GOAL: Change behavior

TO CHANGE BEHAVIOR:



BEHAVIOR CHAIN



Structured Skill Building

PURPOSE

- Used when problem behavior is likely being caused by a skill deficit
- Teaches prosocial behavioral responses to high risk situations

Structured Skill Building

STEPS OF STRUCTURED SKILL BUILDING

1. Introduce the skill
2. Obtain offender buy-in
3. Teach the skill following the concrete steps
4. Model the skill
5. Role play the skill
6. Provide feedback to the offender

Problem Solving

STEPS OF PROBLEM SOLVING

1. Identify your problem and goal:

Have the offender state their problem objectively. Determine what exactly the offender wants to happen in the situation and what is best for him/her and everyone involved

2. Brainstorm options and choose the best one:

Brainstorm possible solutions to the problem. Review all the alternatives generated and discuss the short-term and long-term consequences of the solutions

3. Plan and try your solution:

Develop concrete action steps in this stage and role play the plan. The offender will then use this plan to solve the problem

EPICS Model

HOMework

- Homework is an opportunity to:
 - Generalize learning to new situations
 - Assign appropriate homework
 - Assign homework directly related to the intervention
 - Give client clear expectations
 - Encourage client to use interventions on risky situations

EPICS Core Skills

Throughout Model

- Relationship skills:
 - Active listening
 - Giving feedback
- Behavioral modification skills:
 - *Reinforcement*
 - Disapproval
 - Use of authority

Interventions

- Motivational skills:
 - Cost-benefit analysis
- Cognitive behavioral skills:
 - *Cognitive restructuring*
 - Prosocial modeling
 - *Structured skill building*
 - Problem solving

EPICS TRAINING AND COACHING PROCESSES

Model Fidelity

FIDELITY PRINCIPLE

- Implementing the intervention **as closely as possible** to the way it was designed
- Every major study shows **a strong relationship** between fidelity and recidivism
- Poor fidelity can lead to **null effects** or **unforeseen consequences** (increasing recidivism)

Rationale for Coaching

- Coaching helps:
 - Reinforce material learned in training
 - Breaks down material into smaller pieces
 - Helps with long-term sustainability and initial skill acquisition; with continued maintenance of skill use
- Drastically increases **model fidelity** and **sustainability** of the model

How to Increase Fidelity: Coaching

- Training often provides participants with information and skills
- Still, there are challenges to transferring this information into practice
 - Less than 10% of material covered is retained
- Training focused solely on knowledge transfer without follow-ups or skill practices, do not lead to changes in daily practices

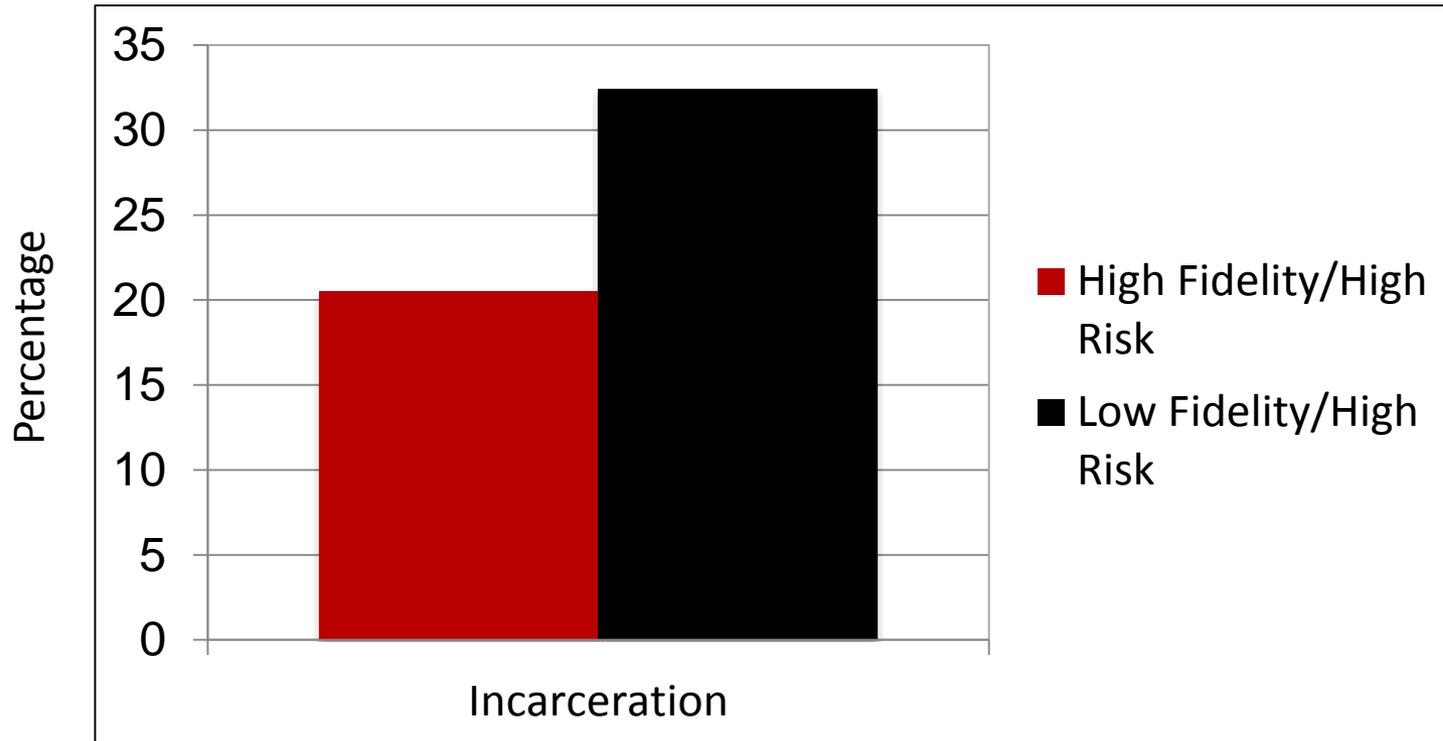
Importance of Fidelity

EPICS INFLUENCE ON RELATIONSHIPS

- Probation staff trained in EPICS who had high fidelity to the model were significantly more likely to be perceived as trusting by the offenders on their caseload
- The study found that as trust increased between the offender and the officer, the odds of being re-arrested are lowered

Importance of Fidelity for EPICS

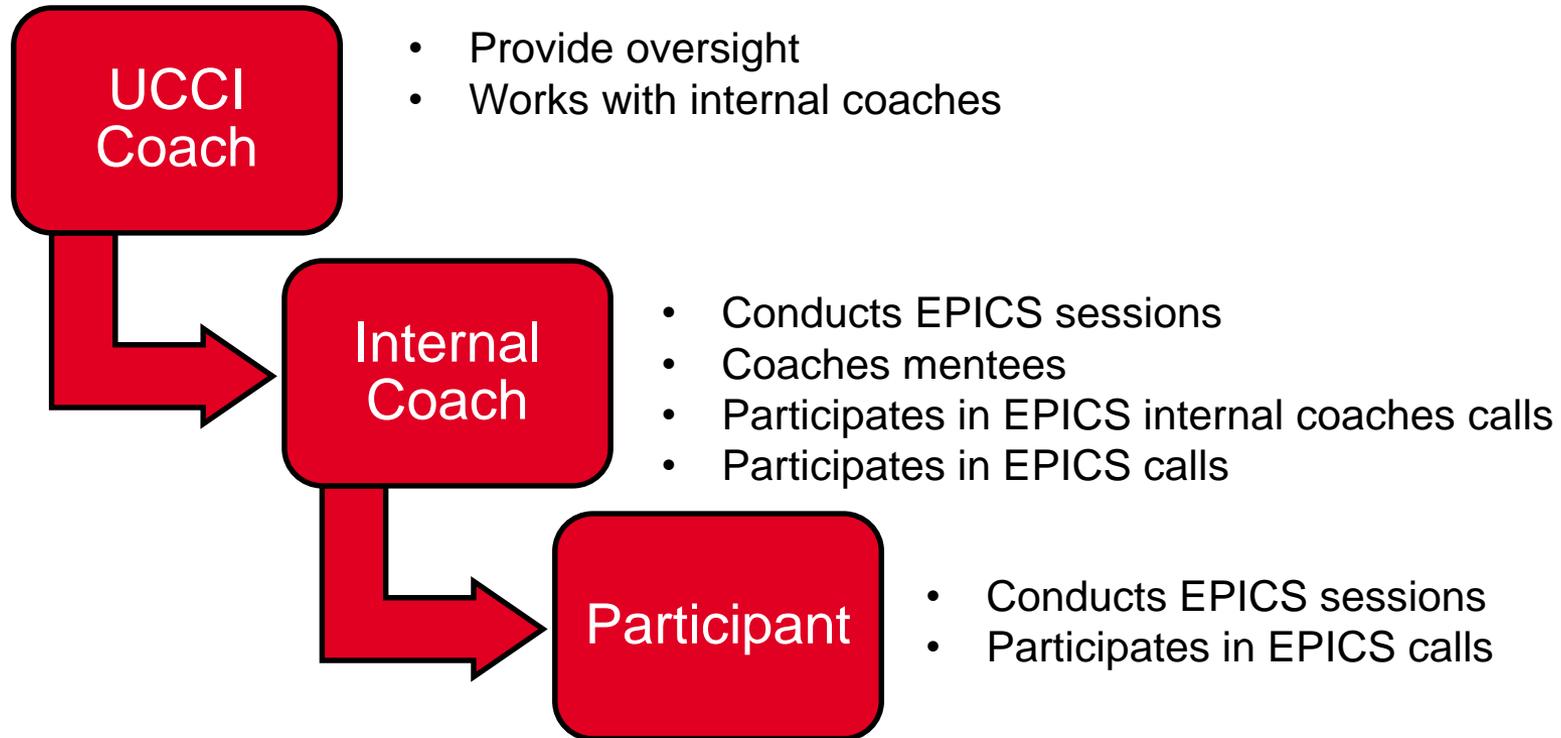
High risk offenders assigned to high fidelity staff had significantly lower incarceration rates than high risk offenders assigned to low fidelity staff



EPICS Training and Coaching Process

- EPICS is a three-day training for officers and supervisors on RNR, core correctional practices, and the session components
- In order to ensure adherence to the model and to train the supervisors as coaches, monthly coaching sessions are included as part of the training
- 5 initial follow-up, coaching sessions
 - Continued maintenance and remedial group and individual coaching sessions

EPICS Training and Coaching Process



EPICS Coaching Process

- Written individual feedback is provided on use of the model
- Group feedback is provided on use of the model
- Skills are reviewed, modeled, and practiced
- Support is provided to supervisors regarding implementation and on-going coaching
- Helps increase fidelity to the EPICS Model, continued troubleshooting of the model, practice, and refreshers/boosters

IMPLEMENTATION AND SUSTAINABILITY

Tips for Successful Implementation

- Form an Implementation Team prior to the training and continue to meet on a regular, ongoing basis
- Administrative support is critical:
 - Director of agency should provide clear expectations that acquiring this skill set is the number # 1 priority over the next 12 months
 - There is a learning curve and process—it will take some time to learn and get used to using the model in sessions, but at some point, there should be an expectation of use.
- Address workload for line staff and first line Managers
 - Plan for the additional time ‘coaching’ and feedback requires
 - Flexibility and understanding of how this process can work best will be beneficial

Tips for Successful Implementation

- Schedule boosters to follow up on Training sessions
 - This will assist in the development of your Coaches
- Continue with boosters when you complete process with UCCI and EPICS trained Pennsylvania Trainers
 - Muscle memory comes from practice, practice, practice!!!
 - This is vital in maintenance of skills and use of the model with fidelity and efficacy
- Develop processes for continued improvement
 - Quality assurance measures

Importance of Continued Improvement

- Amend Audits and Performance Evaluations
 - Give staff 12 months to learn skills and then amend the review process
- Develop performance measures to measure success and integration:
 - Statewide performance measures on recidivism, retention, abscond rates and reduction of criminogenic needs.
 - Offender survey's
- Measure submission of tapes quarterly
- Reward and reinforce top performers
 - Tape of the Month

Thank You

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